|  |  |
| --- | --- |
| LESSON OVERVIEW | Summary of the task, challenge, investigation, career-related scenario, problem, or community link |
| Anchor Text- Click, Clack, Moo, Cows that Type (Humorous Fiction)  Supporting Text – Talk About Animals! (Informational Texts) | |
| STANDARDS | Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies. |
|  | |
| OBJECTIVE | Clear, Specific, and Measurable – NOT ACTIVITIES  Student-friendly |
|  | |
| **ASSESSMENT /**  **EVALUATION** | Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective  Formative / Summative  Performance-Based / Rubric  Formal / Informal |
| **Formative Assessments:**   * Daily Assessment, Corrective Feedback**:** Phonics Error, Correct, Model, Guide, Check, Reinforce * Comprehensible Input: Beginning, Low Intermediate, High Intermediate, Proficient   **Summative Assessment:**   * Unit-Level Performance Task: Research and Media Performance Task * Cummulative Performance Task | |

|  |  |
| --- | --- |
| MATERIALS | Aligned with the Lesson Objective  Rigorous & Relevant |
| Tennessee Journeys Common Core Digital and Print Resources:  Interactive Focus Wall  My Write Smart  Student Hard Copy & ebook  Interactive Whiteboard Lessons  Destination Reading Activities  Grammar Snap Videos  Leveled Readers | |
| **ACTIVATING STRATEGY** | Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions. |
| Essential Question: How can people and animals help each other? How can one event cause another event? How are events related? How can you discover more about animals? Why does an author write a story? Which words help you understand an author’s purpose?  Hook, Teacher Read Aloud: Don’t Plsy Card With a Dog in the Room | |
| **INSTRUCTION, GUIDED & INDEPENDENT PRACTICE** | Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension |
| Day 1 Day 2 Day 3 Day 4 | |

|  |  |
| --- | --- |
| **CLOSURE** | Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting |
| Day 5 | |
| **TENNESSEE CROSS-CURRICULAR CONNECTIONS** | |
|  | |